

Key Issues in the Assessment and Evaluation of International Education Programs

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International Education Programming**

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University of Minnesota Title VI Grants

- Setting a Language and Culture Research Agenda (1993-1996)

Theory

- Culture Learning in the Language Classroom (1996-1999)

Research

- Maximizing Study Abroad: Strategies for Language and Culture Learning and Use (1999-2003)

Application

- Maximizing Study Abroad: Research on the Effects of Study Abroad Materials on Student Learning (2002-2006)

Research

- Beyond Immediate Impact: Study Abroad and Global Engagement (2006-2010)

Research

Evaluation and Assessment Context

- Globalization of our economies, communication and information systems, and knowledge production 
- Pressure to internationalize higher education 
- Development of international education programs (study abroad, international students/scholars, cooperative research, institutional partnerships, etc.) 
- Pressure to document our claims: Accountability 
- Development of measurable student learning outcomes (intercultural, global, disciplinary) and institutional outcomes (GPA, retention, time to and rate of graduation, program rankings) 
- Assessment and evaluation of programs

Evaluation Issues

- 1. What are the core components of international education and how are they being connected to each other?*
- 2. What are our desired student learning outcomes and how are we defining them?*
- 3. What are the theoretical or empirical reasons to think that our educational programs are related to our desired student learning outcomes?*
- 4. In what ways and to what degree are our programs being intentional in supporting and guiding the development of student learning?*
- 5. In what ways are we assessing these student learning outcomes?*

Evaluation Issues

1. What are the core components of international education and how are they being connected to each other?

NAFSA's Paul Simon award for comprehensive internationalization.
http://www.nafsa.org/File/2010simon_nominationform.pdf

- 1. Depth and breadth of institutional commitment to campus internationalization*
- 2. Faculty engagement in internationalization mission*
- 3. Student and curricular evidence of internationalization*
- 4. Outreach within the local community*

Evaluation Issues

1. What are the core components of international education and how are they being connected to each other?

Mestenhauser, J. A. & Ellingboe, B. J. (Eds.) (1998). *Reforming the higher education curriculum: Internationalizing the campus*. Phoenix, AZ: The American Council on Education and The Oryx Press.

Mestenhauser, J. A. (2002). In search of a comprehensive approach to international education: A systems perspective. In W. Grünzweig & N. Rinehart (Eds). *Rockin' in Red Square: Critical approaches to international education in the age of cyberculture*, (pp. 165 – 213). Münster: Lit Verlag.

Horn, A. S., Hendel, D. D., and Fry, G. W. (2007). Ranking the international dimension of top research universities in the United States, *Journal of Studies in International Education*, 11, 330-358.

Evaluation Issues

2. What are our desired student learning outcomes and how are we defining them?

Lewin, R. (Ed.) (2009). *The handbook of practice and research in study abroad: Higher education and the quest for global citizenship*. NY: Routledge.

D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence*. Thousand Oaks, CA: SAGE Publishing.

Bennett, M. J. (1993). Beyond ethnorelativism: The developmental model of intercultural sensitivity. In R.M. Paige (Ed.), *Education for the intercultural experience* (pp. 21-71). Yarmouth, ME: Intercultural Press.

Evaluation Issues

3. What are the theoretical or empirical reasons to think that our educational programs are related to our desired student learning outcomes?

Learning theories

- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Upper Saddle River, NJ: Prentice Hall.
- Vande Berg, M., & Paige, R. M. (2009). Applying theory and research: The evolution of intercultural competence in U.S. study abroad. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence*, (pp. 404-418). Thousand Oaks, CA: SAGE Publishing.
- Paige, R. M., & Goode, M. L. (2009). Cultural mentoring: International education professionals and the development of intercultural competence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence*, (pp. 333-349). Thousand Oaks, CA: SAGE Publishing.

Evaluation Issues

3. What are the theoretical or empirical reasons to think that our educational programs are related to our desired student learning outcomes?

Intercultural development theory

Bennett, M. J. (2004). From ethnocentrism to ethnorelativism. In J. S. Wurzel (Ed.), *Toward multiculturalism: A reader in multicultural education* (pp. 62-78). Newton, MA: Intercultural Resource Corporation.

Evaluation Issues

4. In what ways and to what degree are our programs being intentional in supporting and guiding the development of student learning, and what are the results when they are?

- Vande Berg, M., Connor-Linton, J., & Paige, R. M. (2009). The Georgetown Consortium Project: Interventions for student learning abroad, *Frontiers: The Interdisciplinary Journal of Study Abroad*, XVIII, 1-75.
- Paige, R. M., Cohen, A. D., & Shively, R. (2004). Assessing the impact of a strategies-based curriculum on language and culture learning abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, X, 253-276.
- Paige, R. M., Fry, G. W., Stallman, E., Jon, J., & Josić, J. (2009). Study abroad for global engagement: The long-term impact of mobility experiences. *Intercultural Education*, 20, 29-44.

Evaluation Issues

5. In what ways are we assessing these student learning outcomes?

- Hammer, M. H. (2009). The Intercultural Development Inventory: An Approach for Assessing and Building Intercultural Competence. In M. Moodian (Ed.), *Contemporary leadership and intercultural competence: Exploring the cross-cultural dynamics within organizations* (pp. 203-217). Thousand Oaks, CA: Sage. [Intercultural Development Inventory]
- Sutton, R.C., & Rubin, D. L. (2004). The GLOSSARI project: Initial findings from a system-wide research initiative on study abroad learning outcomes. *Frontiers*, 10, 65-82. [Intercultural Learning Outcomes]
- Paige, R, M., Fry, G. W., Stallman, E., Jon, J., & Josić, J. (2009). Study abroad for global engagement: The long-term impact of mobility experiences. *Intercultural Education*, 20, 29-44. [Global Engagement Scale]
- <http://www.cehd.umn.edu/projects/sage/>

Evaluation Issues

5. In what ways are we assessing these student learning outcomes?

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- Paige, R. M. and Stallman, E. M. (2007). Using instruments in education abroad outcomes assessment. In M. C. Bolen (Ed.), *A guide to outcomes assessment in education abroad* (pp. 106-134). Carlisle, PA: Forum on Education Abroad.
- Paige, R. M. (2004). Instrumentation in intercultural training. In D. Landis, J. M. Bennett, & M. J. Bennett (Eds). *Handbook of intercultural training Third edition*, (pp. 85-128). Newbury Park, CA: Sage.
- Braskamp, L. A., Deardorff, D. K., Paige, M., Briggs, P., Gladding, S., & Sutton, R. (2010). *Assessment and evaluation in international education*. Washington D.C.: NAFSA: Association of International Educators.

Examples of Instruments

- Intercultural Development Inventory: <http://www.idiinventory.com/>
- Global Perspectives Inventory: <https://gpi.central.edu/index.cfm>
- Global Competencies Inventory:
<http://kozaigroup.com/inventories/the-global-competencies-inventory-gci/>
- Intercultural Effectiveness Scale:
<http://kozaigroup.com/inventories/the-intercultural-effectiveness-scale/>
- Cultural Intelligence Scale:
<http://www.culturalq.com/20itemscale.html>
- Culture GPS lite: http://www.culturegps.com/iPhone_Lite.html
[available as an app for I-phones and I-pads only]